

Editorial

Dear Reader,

in your hands you hold the second issue of the International Journal for Research on Extended Education, which was newly-established in 2013. As was announced in the last issue we will continue with the main topic of national reports, which contains research reports from several selected countries. This issue includes reports on extended education and reviews from England (Alan Dyson & Lisa Jones) as well as School Age Educare in Sweden (Anna Klerfelt & Björn Haglund). And we have also included in this topic a report from the USA (Denise Huang, Deborah La Torre Matrundola, & Seth Leon). Though it is not a national report in the stricter sense, in focusing on California this report is, on the one hand, concerned with a state that possesses one of the most advanced after-school programmes in the USA and, on the other hand, the report outlines the essential findings of US-American research through an extensive survey of the literature (leading to the establishment of instruments for measuring the quality of after-school programmes).

In the free contributions Joseph Mahoney investigates in how far the time youths spend in school (in a day, a month, or in an entire year) can contribute to reducing deviant behaviour. He examines the question from a macro perspective by drawing on a comparison between countries based on TIMSS-2010 data.

With a contribution from Denise Huang, Pete Goldschmidt, & Deborah La Torre Matrundola we take another look at California, in particular to what extent after-school programmes can prevent youth crime and delinquency in the long-term. By using complex multivariate analysis the authors examine deviant behaviour and – in contrast to Mahoney – the effectiveness of a specific programme from a micro perspective (LA's BEST).

On the basis of longitudinal data taken from the German Study on the Development of All-Day Schools Natalie Fischer, Désirée Theis, and Ivo Züchner examine to what extent all-day schools, or rather the children's attendance of their extracurricular activities contributes to compensating for social inequalities. This is, at least, expected of all-day schools, on account of the additional time spent on the support of children.

In their contribution Kirsten Kerr and Alan Dyson introduce an extended education programme with both a socio-economically extensive as well as a long-term biographical approach (Harlem Children's Zone). The children are continuously involved in this programme – from the children's earliest years up until attending high school – in family, school, and community settings.

We are very happy to be receiving a number of papers pertaining to the research area of extended education from all over the world. We would still like to encourage all of our colleagues to contribute to our journal. The research area of extended education is growing and becoming increasingly more significant, which is also shown

by the Third International Conference of the Network on Extracurricular and Out-of-School Time Educational Research (NEO ER) that took place in April, 2014 in Seoul, South Korea. We will feature specific reports on this conference in the future.

In the next issue contributions from the University-Community Links Network will comprise the main topic. UC Links is a programme that brings primary and secondary school children together with university students to better prepare underserved youths for higher education and lifelong achievement. The network operates internationally and fosters a bond between university and community and establishes sustainable after-school programmes.

Giessen, May 2014,
Sabine Maschke and Ludwig Stecher